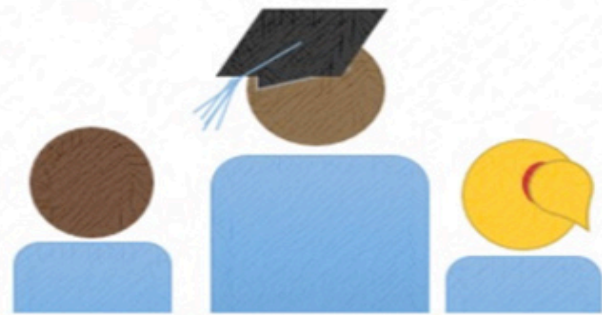ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

WELCOME

July / August 2015 (ACSIP) Training

Public School Accountability Division Leaders

Mr. Elbert Harvey
Coordinator of Public School Accountability
Elbert.harvey@arkansas.gov
Phone: 501-682-4390

Mr. Bobby Lester
Director of Federal Programs

Bobby.lester@arkansas.gov
Phone: 501-682-4379

Ms. Annette Barnes
Assistant Commissioner of
Public School Accountability
Annette.M.Barnes@arkansas.gov
Phone: 501-682-5891

The School Improvement Unit
Who are we?

Dr. Richard Wilde, Ed.D

Public School Unit Program Manager

Richard.wilde@arkansas.gov

Phone: 501-683-3434

Mr. John Harris	**Mrs. LaDonna Spain**	**Ms. Chante'le' Williams**
State ACSIP Administrator	State ACSIP Administrator	ACSIP Software Contact Specialist
John.harris@arkansas.gov	ladonna.spain@arkansas.gov	Chantelle.williams@arkansas.gov
Phone: 479-965-2191	Phone: 870-367-4836	Phone: 501-682-1699
Cellular: 479-462-2672	Cellular: 501-580-9715	Cellular: 501-580-7614

School Improvement Specialists

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/school-improvement-specialists

The Federal Programs Unit
Who are we?

Mrs. Jayne Green

Title I Director

Jayne.green@arkansas.gov

Phone: 501-682-4231

Mr. Rick Green

Title IIA Program Advisor

Rick.green@arkansas.gov

Phone: 501-682-4373

Mr. Miguel Hernandez

Title III Program Advisor

Miguel.hernandez@arkansas.gov

Phone: 501-682-6620

Federal Programs Specialists

http://www.arkansased.gov/divisions/learning-services/federal-programs

Housekeeping:

- Power down
- Breaks
- Restrooms
- Lunch
- Wrap-up

Parking Lot

AGENDA

- ❑ Big Picture
- ❑ Improvement Process
- ❑ Required Forms
- ❑ Optional Tools
- ❑ Training Support

Big Picture

- Why did we change?
- What does the Statewide Field Test look like?
- Why is it called a Field-test?
- What is the structure of the new ACSIP?

Logging In

"Indistar Website" http://www.indistar.org/.

District		School	
Login:		Login:	
Password:		Password:	

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

District Level - Demonstration Site

① 📁 Document Upload

② Share this guest login with building staff, school board, parents, and others
Guest Login - Password / **guestdar1319 - guestdar1319**

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LTD1319 - LTD1319**

④ | Home | Complete Forms | Submit Forms/Reports | Docs & Links | Coaching |

My Online Tool(s)	Description	
⑤ ⭐ **District Success Indicators**	A framework where all district leadership teams will participate in a continuous cycle of assessment, plan implementation, and progress tracking of research-based effective practice.	⑥ **Review Progress**

4

Navigation Toolbar

District Level - Demonstration Site

Enter & keep your district information current
Enter & keep your district team information current

Activity in Last 90 days

Leadership Team Meetings	Tasks Completed	Objectives Met
0	0	0

? Help

1

Assess
Team Assesses Indicators

Last Update: 07/14/2015
Progress: 15 of 34

Theory of Action

3

Monitor
Team Monitors Progress

Last Update: 07/06/2015
Progress: 0 of 4

2

Create
Team Creates & Revises Objective Plans

Last Update: 06/08/2015
Progress: 4 of 15

5

Snapshot

New Celebration Report -->	**Celebrate Our Success!**
Last login:	**07/17/2015**
Last coaching comment received:	01/30/2015
Last Leadership Team Meeting:	-
Last Indicator assessed:	**07/14/2015**
Last Task added:	01/13/2015
Number of Objectives past due:	4 (view)
Number of Tasks past due:	4 (view)
Number of Tasks due in the next 30 days:	0 (view)
Where Are We Now?	

Superintendent: Mrs. LaDonna Spain - ladonna@email.org
Process Mgr.: Mrs. Stephanie Benedict - benedict@email.org

Not Assigned - Coach, Consultant to District
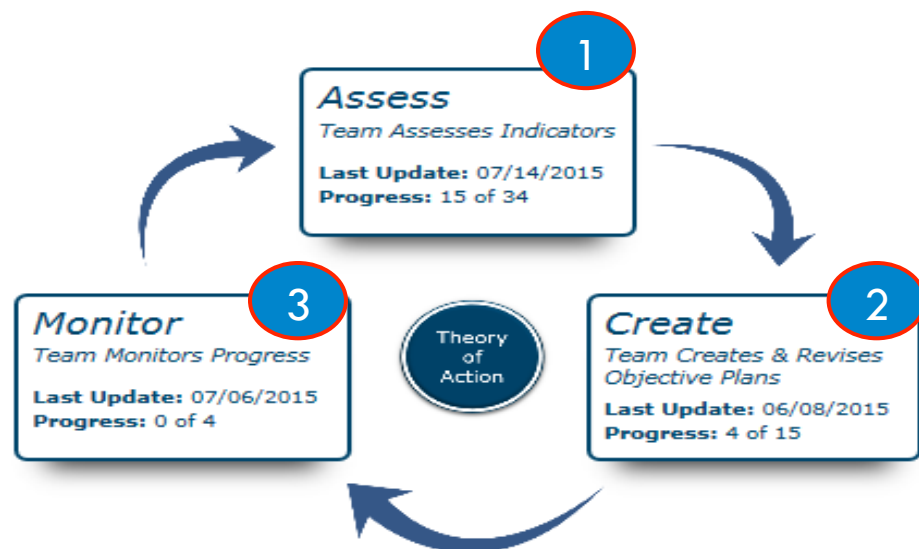
Q. Why is it called a Field Test?
A. *Greater flexibility*

Feedback based on district & school needs

Field Test Advisory Team

Increased Flexibility to:
- Remove items
- Revise items
- Add items
- Change due dates

Separate…

Federal and State Applications

Finance

Improvement

Annual

Requirements & Finance

Required Forms

Federal Applications

General Description

* Special Education Forms

(Pilot Schools Only)

ACSIP Assurances

Optional Templates

Provide Transition from Old to New

Help Organize Data

School Improvement Process

Continuous

Assigned Indicators

Assess where we are

Plan how to get there

Evaluate if we made it

What are the elements of the ACSIP process?
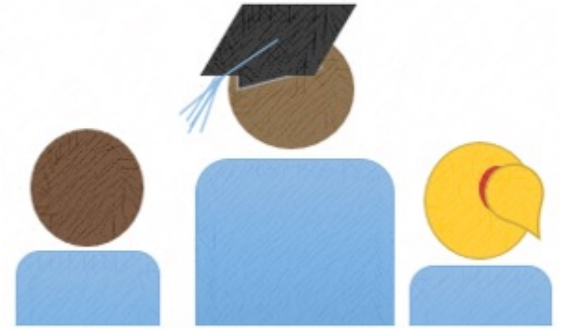
| Required Forms | Continuous Improvement | Submissions | Resources |

Watch Module 4: Bringing it all Together

Improvement Process

Who did we want at the July/August Trainings?
Commissioner's Memo COM-16-002 7/2/2015

- Superintendent and/or designee
- District Federal Program Coordinator
- Bookkeeper
- District level Process Manager

ACSIP Keys to Success for Districts

CONNECTED TO THE ASSIGNED INDICATORS

Meet regularly

Support and resources to schools

Dialogue with District Coach

Provide coaching support to schools

Communicate progress to board

Distribute guest logins to school community

A few responsibilities of the District School Board

Who-

- **develops the vision?**
- **determines the mission and direction of the school district? A.C.A. § 6-13-620**
- adheres to state and federal laws governing public schools? (Finance, employment) **A.C.A. § 6-13-620**
- enacts, enforces, and obeys school district policies? (Student safety, Civil rights, discipline) etc… **A.C.A. § 6-13-620**
- looks out for students when making decisions?
- incorporates the community decisions?
- involves municipal and civic leaders, both as serving members and as ambassadors to municipal and civic leaders? (Rhim, 2013)

A.C.A. § 6-13-620
IA01 The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)
IC01 The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (28)
Center for Public Education.org http://www.centerforpubliceducation.org/You-May-Also-Be-Interested-In-landing-page-level/Audience-The-Public-YMABI/The-Role-of-School-Boards
Rhim, L. (2013). *Moving beyond the killer B's: The role of school boards in school accountability and transformation*. Lincoln, IL: Academic Development Institute.

A few District Leadership Roles

Which team-

- translates the vision to support the needs of the schools?
- provides job responsibilities and descriptions?
- aligns the systems within the district?
- gives autonomy to schools?
- continuously monitors progress?
  - receives school improvement data from multiple sources for review?
  - looks at multiple sources of data?
- differentiates support?
  - has a presence on site?
  - has building level personnel on the district team?
  - assess progress?
  - provide pressure is necessary?
- manages the schools' effectiveness?
- receives frequent reports from each school related to progresses?

School Leadership Team Roles

Which team-

- utilizes the leaders, principal and teachers to ensure effective practices for school improvement?

- creates a system to improve instruction in the classroom?

- builds capacity through **shared leadership and distributes leadership responsibilities?**

- communicates

  - regularly through becoming stewards of the Vision by **quantifying the Vision?**

  - to faculty and staff and parents progresses of the implementation and outcomes of School Improvement Process efforts?

- analyses classroom level data?

- ensures implementation by regularly monitoring and evaluation of the effectiveness of systems and programs?

- has the ability and authority to facilitate change?

- increases the effectiveness of the teacher through data driven professional development?

Instructional Teams

Which team-

- meets, develops, reviews, refines, and frequently repeats processes(working vertical and horizontal teams)?

- analyzes roles of individuals and ensures effectiveness?

- formulates instructional units for the year by translating the state standards to units including pre and post tests for the year?

- differentiates instruction?

- determines which students have mastered or understand the standard or skill?

- determines which students have not mastered the standard or skill, and reason for reaction?

- Changes or amends the instruction?

- Interprets the data from the assessments?

- discusses effective practices and strategies?

Teachers

Who-

- has high expectations and working relationships with students and other teachers?
- needs time to review of performance outcomes of students for planning instruction?
- facilitates learning and delivers differentiated instruction
- must understand student needs by
  - having a working relationship with students?
    - How are we measuring relationships, growth, etc.?
  - assessing the learning?
    - What data is being collected because students are not achieving?
- has pedagogy and content knowledge?
- engages the student in the learning of the standards?
- participates in a formative assessment process through instructional teaming?
- aligns standards to the, curriculum, instruction, and assessments?

Module 5: Detailed Navigation

ACSIP
Assessing Indicators

When assessing an indicator, the Leadership Team should:

- ✓ Utilize the Wise Ways research

- ✓ Engage in a culture of candor

- ✓ Acquire a deep understanding of the practice

The Leadership Team should ask themselves:

1. What is the straight-forward, literal meaning and intent of the indicator?

2. How would we know the extent to which the indicator is implemented?

3. What data must be analyzed to determine the level of implementation?

4. What instruments must be created to gather the data?

5. Who will make the data available?

6. What does it look like now?

Teams can find indicators to assess here on the main menu.

Assess School Indicators

Utilizing Wise Ways and candid conversations, teams will determine if indicators are:

❑ Fully Implemented

❑ Limited development

❑ No development

No Development or Implementation

1. Select Indicators	2. List of Indicators to Assess	3. List of Indicators Assessed	4. Assess Indicator

Wise Ways ®

1.1 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (1633)

1. Choose your level of Development or Implementation for this Indicator.

☑ No development or Implementation ☐ Limited Development or Implementation ☐ Full Implementation *required field*

☑ Not a Priority or Interest ☐ Will include in plan *required field*

2. Please explain why this Indicator is not a Priority or Interest. *required field*

[text area]

Save this Indicator

If the team determines there is no implementation, it then decides
 if the indicator is:
   ❑ not a priority (provide explanation why)
   ❑ a priority and will be included in the school improvement plan.

Will Include in Plan/Limited Development

If the team determines that it will include the indicator in their plan OR if the team assesses the indicator as Limited Development, then the team will determine:

✓ Priority of the indicator

✓ Opportunity to reach full implementation

✓ Description of current implementation

Full Implementation

1. Select Indicators	2. List of Indicators to Assess	3. List of Indicators Assessed	4. Assess Indicator

Wise Ways ®

1.1 The LEA has examined current state and LEA policies and structures related to central control and made modifications to fully support transformation. (1633)

1. Choose your level of Development or Implementation for this Indicator.

☐ No development or Implementation   ☐ Limited Development or Implementation   ☑ Full Implementation   * *required field*

2. Please provide evidence that this indicator has been fully and effectively implemented.
   Also, describe the continued work that will be necessary to sustain your efforts.   * *required field*

* Please complete required fields

Save this Indicator

If an indicator is determined to be fully implemented, the team must provide:

✓ Evidence of full implementation

✓ Description of sustainability efforts

*Indicators marked as fully implemented or not a priority will not move into the planning process.

ACSIP
Creating school/district plans and tasks

Objectives to Plan

Objectives shown in Blue are included in the plan and have tasks that are not complete.
Objectives shown in Green have all the tasks completed and the Objective has been met.
Objectives shown in Red need a task added or you were undecided if the Objective has been met.

☐ Hide completed plans

| Display All Objectives | Select Group of Objectives to Display |

All Objectives

School Plan (58 total objectives) *Note: Index = Priority Score x Opportunity Score

ID	Objectives	Added Date	*Index	Assigned to	Target Date	Tasks
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (36)	3/27/2012	9	Jan Brett	1/01/2013	0
ID02	All teams will have written statements of purpose and by-laws for their operation. (37)	1/18/2012	9	Jan Brett	7/28/2012	1
ID03	All teams will operate with work plans for the year and specific work products to produce. (38)	1/27/2010	6	Jan Brett	12/02/2010	4
ID04	All teams will prepare agendas for their meetings. (39)	6/01/2012	9	T Ames	9/15/2012	0
ID05	All teams will maintain official minutes of their meetings. (40)	6/01/2012	2			0
ID06	The principal will maintain a file of the agendas, work products, and minutes of all teams. (41)	6/05/2012	4			0

Indicators are referred to as 'objectives' in the planning process.

Teams can create plans for indicators assessed as:

☐ **No development, will include**

☐ **Limited development**

Indicators that were assessed as:

☐ **not a priority or**

☐ **fully implemented**

will not appear in Step 5.

Creating Plans

To create a plan for an objective, the Leadership Team :

Teams should again refer to Wise Ways when creating plans.

Indistar®
Create School Plan

School Process Main
Objective List

Caldwell Elementary School
Define Objective and Assign Tasks
Objective: **IID07** *Wise Ways* ⊗

Hints | Help

The Leadership Team will monitor school-level student learning data. (105)

Level of Development or Implementation: **Limited Development**
Current level description: **The Leadership Team regularly monitors school-level data for at-risk populations only.**

1. Assign a team member to manage and monitor your work toward this objective. `- select -` ▼
2. Describe how it will look when this objective is being fully met in your School. Also describe the information you will need to provide evidence that this objective is fully met.

3. Establish a date by which your description above will be a reality. `mm/dd/yyyy`
4. **Save**

- ✓ **assigns a team member to be responsible for the Objective**
- ✓ **describes how the Objective will look in the school when it is fully implemented**
- ✓ **describes what they will need to gather to provide evidence when it is fully implemented**
- ✓ **creates tasks to reach the Objective**

Creating Tasks

For each task created, the Leadership Team:

✓ **describes the tasks**

✓ **assigns a person to complete the task**

✓ **establishes a date for completion**

5 a. *Create one task in the series for this objective.*

5 b. *Assign a person to be responsible for this task.* - Select a Team Member - ▼ or Enter -->

5 c. *Establish a date this task will be completed.* mm/dd/yyyy

5 d. *Record notes from your discussion that will be helpful to the person responsible for this task.*

Save   Cancel

Tasks should be simple steps towards completing the objective.

Monitoring Implementation and Sustainability

Monitoring the Plan

MONITOR PLAN

Update or Complete Task Status

1. Update task comments as necessary.
2. Choose a "Completed date" when task has been completed.
3. Click "Save/Update" to save changes.

*Note: Click "Delete this task" to remove the task from the objective. This should only be done if the task is no longer necessary in working toward meeting the objective.

Task: 3 Team members will review data collected to determine effectiveness of instructional methods.

Frequency: (frequency not set or not applicable)

Comments:

Completed date: _____ Clear Completed Date

Save / Update   **Cancel**   ❌ **Delete This Task**

At each Leadership Team meeting, the team will:

✓ **review the list of tasks that were created for each Objective**

✓ **check progress of each task with the team member assigned**

✓ **check off each task as it is completed.**

Monitoring the Plan

Once all tasks for an objective have been completed, the team will decide if:

❑ **The objective is now fully implemented** *OR*

❑ **More work still needs to be done**

Monitoring the Plan

Status of Objective

Congratulations! Your team has successfully met this objective. Please add supporting information below.

1. Please describe your experience in pursuing this Objective.
8/2/2013
dfsdfs

2. What continued work will be necessary to sustain your efforts and continue to meet this Objective.
8/2/2013
fsdfs

3. Please provide evidence that this Objective has been fully and effectively implemented.
8/2/2013
fdfs

Save

If the team has reached full implementation for an objective, they should:

✓ **CELEBRATE!**

✓ **Describe evidence of implementation**

✓ **Describe experience**

✓ **Explain how implementation will be sustained.**

Monitoring the Plan

Add a task

5 a. Create one task in the series for this objective.

5 b. Assign a person to be responsible for this task.   - Select a Team Member -   or Enter -->

5 c. Establish a date this task will be completed or will become routine.

- Is this a recurring task?   **Yes**   *(if no, go to 5d.)*

5 d. Record notes from your discussion that will be helpful to the person responsible for this task.

Save   **Cancel**

If all tasks have been completed, but the Leadership Team does not feel as if they have reached full implementation, the Team will simply add more tasks until the objective has been met.

Federal and State Requirements

Title I: Part 1 and 2 PowerPoints

Federal Applications

(October 1st)

Federal Application, what does this mean?

- A narrative that uses guiding questions to explain and describe how funding is being used
- Application forms submitted for approval
- Federal funds require preapproval

Title I, Part I Application

I. TITLE I
Describe the LEA's strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to address each lettered and/or bulleted item separately. ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION I.

A. HIGHLY QUALIFIED:

1. DESCRIBE the process, including specific timelines/dates used the qualifications of their teachers by addressing each lettered ite

a. Describe how and when (date) the school or LEA notifie that they may request information regarding the professio as "Parent's Right to Know").

b. Describe the process of providing timely notice (letter) 4 or more consecutive weeks by a teacher or substitute te

c. Identify by name, title, FTE, and department the person(s) responsible for ensuring compliance with Section 1111 (h)(6)(A).

> **Title I, Part I Application includes:**
> A. Highly Qualified
> B. Schoolwide Programs
> C. Targeted Assisted Programs
> D. Parent Involvement
> E. Equitable Services to Private Schools
> *Special Note- If Skipping Schools

Title I, Part II Application

	A		D
School Budget Per Pupil Cost Breakout		Notes of how calculations work for Per Pupil Page	
Annual Allotment **PLUS** Funds Transferred to Title I		Equals = current year allocation plus transfers in	
Cash on Hand		What is held at district level	
Allotment Balance from previous year		Carryover from prior year (funds budgeted, but not spent)	
District Level Costs (excluding 3352 Non-Public Schools)		$ set aside for district level spending	
Indirect Costs		$ budgeted for indirect cost in the Title I budget	
Total Amount Available for Instructional Programs	–	Total available to spend for instructions minus Indirect Cost and district level budget amount	
Total Budgeted to Public Schools	–	Total of all schools budgets	
Total Budgeted to Non-Public Schools	–	From Non-Public tab	
Total Budget to Schools	–	Eq	
Amount **NOT** Budgeted to Schools	–		
Total Number of low-income students in **schools served**	–	Th	
Average **SCHOOL** cost per low-income child served in Titl	–	Th	
Parent Involvement			
1% of the Annl Allotment + transfers in =	–		
District 5% of the 1% =	–		
School level 95% of the 1%=	–		
Professional Development for Non-Public schools =			
District wide programs for Non-Public schools=			
Homeless =			
Non-Public schools =			
Title I Set Aside for Neglected (line 1594) =			

Title I, Part II Application includes:
- Method Used for Grade Span Grouping and low- income eligibility
- Determining Per Pupil Cost Breakout and Parent Involvement
- Non-Public Schools and reservations

INSTRUCTIONS | Method Used | **School Budget Cost** | Public Schools | Non-Public Schools | Reservation

Ready

2015-16 - Title I Budget - Cost Per Child Calculations

DISTRICT LEA/NAME: _____

Title I, Part II Application:
- Cost Per Child

Check box on Method of Use page

Title I Budget - For Public Schools

LEA Number	School Name	School Served - (Y or N)	Grade Span	Total Number Public Students	Number of Low-Income Public Students	Number of Low-Income Private Students	% Low Income Students	AVG Recommended Cost Per Child	Actual Per Pupil Amount Allocated	Title I Budget for Non-Public Students	Actual Budget for School	SKIP School (x)
0101001			K-5	489	338		69.1%			-	-	
0101003			6-8	291	186		63.9%			-	-	
0101004			9-12	390	209		53.6%			-	-	
0101008			K-5	87	46		52.9%			-	-	

INSTRUCTIONS Method Used School Budget Cost **Public Schools** Non-Public Schools Reservation Budget Summary

Title I, Part II Application:
- Budget Summary

2015-16 Title I Budget Summary

4	DISTRICT LEA/NAME:	0101000 - DeWitt
5		

6 EXAMPLES:

Description	Category	Elaborate as to what will be done with the amount and how it relates	Amount	Code
Instructional Facilitators in identified Title I buildings	☐ Classified Salaries ☐ Purchased Services ☐ Classified Benefits ☐ Materials and Supplies ☑ Certified Salaries ☐ Capital Outlay ☐ Certified Benefits	2 Math Instructional Facilitators will be utilized to increase student achievement in the following buildings: Green Elementary and Lester Middle School	120,000.00	6501229400300000
Benefits of Math Facilitators	☐ Classified Salaries ☐ Purchased Services ☐ Classified Benefits ☐ Materials and Supplies ☐ Certified Salaries ☐ Capital Outlay ☑ Certified Benefits	Insurance, FICA, TR, etc.	30,000.00	6501229400300000

11 ENTER INFORMATION HERE:

Description	Category	Elaborate as to what will be done with the amount and how it relates to the indicated category.	Amount	Code
	District Indirect Cost			
	☐ Classified Salaries ☐ Purchased Services ☐ Classified Benefits ☐ Materials and Supplies ☐ Certified Salaries ☐ Capital Outlay ☐ Certified Benefits			
	☐ Classified Salaries ☐ Purchased Services ☐ Classified Benefits ☐ Materials and Supplies ☐ Certified Salaries ☐ Capital Outlay ☐ Certified Benefits			
	☐ Classified Salaries ☐ Purchased Services ☐ Classified Benefits ☐ Materials and Supplies ☐ Certified Salaries ☐ Capital Outlay ☐ Certified Benefits			
	☐ Classified Salaries ☐ Purchased Services			

INSTRUCTIONS | Method Used | School Budget Cost | Public Scho...

This page is under construction with consultation with districts. (This is an example of the Flexibility concept.)

- Title I is working on this form to make it more user friendly, but there must be something for Title I to approve before spending begins. (.)

- Title I needs a summary up front in order to preapprove spending so spending can begin.

State
Special Needs Funding
General Description

(October 1st)

Process Timeline 1st Semester
Commissioner's Memo COM-15-082 6/10/2015

- July/August Training begins
- **September Technical assistance as needed** (Co-Op Level Workshops continue).
- **October 1 Federal Applications** (district only) and **State Categorical General Descriptions** (district and school level) submission.
- **October 15** ADE ACSIP Supervisors **begin review with coaching comments of district progress in assessing and planning required Indicators.**
- **November 15** ADE ACSIP Supervisors **begin review of coaching comments from district to schools** and **provide technical assistance to Federal Program Coordinators**.

State Categorical Supplemental Forms

- General Description use of funds
  - *Evaluation of Interventions*
  - *Any supplemental forms required by legal following rule modifications**
  - ***Required at both the School and District levels***
- Transfer form for State Categorical if needed
- Optional Budget Planning Worksheets

*Rules in accordance with Act 841 have not yet been revised.

Arkansas Public District and School
General Description for the use of
State Categorical Funding

District or School _____ **LEA #** _____

Introduction

Act 841 of 2015 established that each district and school will develop and submit to the ADE a general description for the use of state categorical funds. This general description, the list of allowable expenditures found in Special Needs Funding rules, and the related detail in APSCN will be utilized by legislative audit to determine the appropriateness of expenditures. Thus, with the general description of a specific program, it is important to clarify how the funds are being utilized to meet the established intent of the funding, how the expenditure is supplementing above state requirements (except PD), and how the effectiveness of the program activities will be evaluated to determine future continuance or discontinuance of the program, position, or supplemental service.

The team developing the ACSIP plan should consider at a minimum the following rules:

Student Special Needs Funding Rules   http://www.arkansased.gov/public/userfiles/rules/Current/ade268_SpecNeedsFunding_-_June_2012.pdf

ACTAAP Rules   http://www.arkansased.gov/public/userfiles/rules/Current/ACTAAP-FINAL_-_September_2014.pdf

In addition to reviewing the rules, the following statutes are applicable to the ACSIP development:

Statute

A.C.A. § 6-15-425	A.C.A. § 6-15-2106	A.C.A. § 6-17-2402
A.C.A. § 6-15-426	A.C.A. § 6-15-2201	A.C.A. § 6-20-2303
A.C.A. § 6-15-431	A.C.A. § 6-15-2202	A.C.A. § 6-20-2305

Directions:
1. Enter your responses.
2. Click "Save" at the bottom of the form to save your responses.
3. To submit your report, return to the Statewide Field Test Dashboard, go to the Required Reports section, and click the Student Special Needs Funding General Description Report "submit" button.

State Categorical General Description

- General Descriptions are developed and submitted for use of State funds in ACSIP.

- Funding details will be included in APSCN to be used by legislative audit to determine the appropriateness of expenditures.

- Allowable verses approvable

2015-16 NSLA General Description

District or School	LEA #
Revenue: 32381	Source of Funds: 281
Date of modifications:	

Please provide a general description including the purpose and program evaluation of the NSLA programs, positions, and other expenditures.

Guiding Questions:
- **What** is the **process** for determining the funding source needs at the district and school?
- **Describe** how the programs, positions, or other **expenditures support needs**?
- **How** does the district intend to **evaluate the effectiveness of the programs and positions**?

Optional State Budget Transfer Sheet

2015-16 PLANNING BUDGET
State Funds Transfer Sheet

| School District: | 0 | | | LEA #: | 0 |

100% of funds below can be transferred from any fund.

Current Allocation				Transferred To				Total Transferred From	
Funding	Fund Allotment	Net Cash	Eligible	ALE	ELL	NSLA	PD	Amount	Percent
ALE	0.00	0.00	0.00		0.00	0.00	0.00	0.00	#DIV
ELL	0.00	0.00	0.00	0.00		0.00	0.00	0.00	#DIV
NSLA	0.00	0.00	0.00	0.00	0.00		0.00	0.00	#DIV
PD	0.00	0.00	0.00	0.00	0.00	0.00		0.00	#DIV
Total Transferred To:				0.00	0.00	0.00	0.00		

The State Transfer Sheet will be generated from the previous budget pages.

Optional Planning
State Categorical Budgets

	2014-15 PLANNING BUDGET						
	District-wide Budget Report for NSLA - State 281						
School District:	0				**LEA #:**	0	
	Revenue Code:	32381			**Source:**	281	
	OBJECTS						
	61000	62000	63000–65000	66000	67000	68000	
BUDGET CODE/FUNCTIONS	Employee Salaries	Employee Benefits	Purchase Services	Material & Supplies	Capital Outlay	Other Objects	TOTAL
1103 K–3 Summer School Remediation							0.00
1105 Preschool							0.00
1110 Kindergarten							0.00
1120 Elementary							0.00
1130 Middle/Junior High							0.00
1140 High School							0.00
1170 Summer School							0.00
1190 Other Regular Instructional Programs							0.00
1210 Itinerant Instruction							0.00
1220 Resource Room							0.00
1230 Special Class 1:15 Ratio							0.00
1240 Special Class 1:10 Ratio							0.00
1250 Special Class 1:16 Ratio							0.00
1290 Preschool Special Needs							0.00
1300 Workforce Education Programs							0.00
1510 Basic Skills/Tutors							0.00
1511 Before/After School Programs							0.00

ALE | ELL | **NSLA** | PD | State Transfer

Process Timeline 1ˢᵗ Semester
Commissioner's Memo COM-15-082 6/10/2015

- July/August Training begins
- **September Technical assistance as needed** (Co-Op Level Workshops continue).
- **October 1 Federal Applications** (district only) and **State Categorical General Descriptions** (district and school level) submission.
- **October 15** ADE ACSIP Supervisors **begin review with coaching comments of district progress in assessing and planning required Indicators.**
- **November 15** ADE ACSIP Supervisors **begin review of coaching comments from district to schools** and **provide technical assistance to Federal Program Coordinators**.

Process Timeline 2ⁿᵈ Semester
Commissioner's Memo COM-15-082 6/10/2015

- ☐ **Revised January 8 <u>Cognos Budget Report for Federal Programs uploaded into Indistar.</u>**

- ☐ December 1- March 1 <u>ADE ACSIP Supervisors provide district with coaching comments and technical assistance.</u> Regional meetings as needed**.**

- ☐ **March 30 <u>All required indicators should be assessed and planned.</u>**

- ☐ **May 30 <u>Second Cognos Budget Report for Federal Programs uploaded</u>**.

School Improvement Planning and Monitoring

Tool Overview and Guided Practice

Special Education

The forms in Indistar are only for those districts participating in the Special Education School Improvement Pilot.

For additional information contact:

Lisa Haley, Associate Director, Special Education

Arkansas Department of Education

Division of Learning Services

Phone: 501-682-4221

Email: lisa.haley@arkansas.gov

Health and Wellness

Form in Indistar entitled Supplemental Compliance Report for ALL Schools

(Includes: Needs Assessment, Transition for both preschool and secondary, Coordination of Funds, Highly Qualified, and School Based Health Services)

The purpose of the Health and Wellness Priority is to improve the health and academic performance of students. Wellness activities will address nutrition, education, and physical fitness activities for the development of lifelong habits and promotion of healthy lifestyles for the following groups: students, school staff, and parent and community networks. School health and wellness activities will create a safe and healthy school environment that supports learning.

For additional information contact:

Jerri Clark, School Health Services Director
School Health Services
Arkansas Department of Education
Phone: 501-683-3604

Email: **Jerri.clark@arkansas.gov**

Academic Improvement Plans (AIPs) Memo <u>LS-15-058 3/23/2015</u>

- 2015 State assessment data will not be available until October and November, Section **7.02.2** of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (**ACTAAP**) and the Academic Distress Program **states that test data and previous student records shall be used in developing an AIP**.

- It is **permissible to develop preliminary AIPs for fall 2015** based on the previous State-mandated assessments, **2014-2015 interim assessments, teacher evaluations and other data related to academic performance.** Prior to the spring 2016, when State-mandated assessment data is received, AIPs can be reviewed and finalized based on the analysis of 2015 assessment data.

- It is advisable for school leaders, teachers, and other school personnel, who will consult with parents in the development of AIPs, to **review Ark. Code Ann. § 6-15-402** and **Section 7.02** of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program for regulations pertaining to AIPs.

Academic Improvement Plans (AIPs)
Memo LS-15-058 3/23/2015

- 2015 State assessment data will not be available until October and November, Section **7.02.2** of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (**ACTAAP**) and the Academic Distress Program **states that test data and previous student records shall be used in developing an AIP**.

Test data and previous student records shall be used in developing an AIP.

Academic Improvement Plans (AIPs)
Memo LS-15-058 3/23/2015

- It is **permissible to develop preliminary AIPs for fall 2015** based on the previous State-mandated assessments, **2014-2015 interim assessments, teacher evaluations and other data related to academic performance.** Prior to the spring 2016, when State-mandated assessment data is received, AIPs can be reviewed and finalized based on the analysis of 2015 assessment data.

Schools may develop preliminary AIPs for fall 2015 based on the previous State-mandated assessments, 2014-2015 interim assessments, teacher evaluations and other data related to academic performance.

Academic Improvement Plans (AIPs) Memo LS-15-058 3/23/2015

- It is advisable for **school leaders, teachers, and other school personnel, who will consult with parents in the development of AIPs**, to **review Ark. Code Ann. § 6-15-402** and **Section 7.02** of the Arkansas Department of Education Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) and the Academic Distress Program for regulations pertaining to AIPs.

School leaders, teachers, and other school personnel, consult with parents in the development of AIPs.

ACSIP Statewide Field Test

2015-2016

Resource Packet

Form Name	Requirement	Due Date
State Categorical Funding – General Description (NSLA/PD/ALE/EL)	*Required*	October 1, 2015
Federal - Notice of Funds Transferred	*Required*	May 1, 2016
ACSIP Assurances	*Required*	October 1, 2015
Title I – Application for Funds Part 1	*Required*	October 1, 2015
Title I – Application for Funds Part 2	*Required*	October 1, 2015
Title II – Part A – Teacher Quality	*Required*	October 1, 2015
Title III Guidance and Application	*Required*	October 1, 2015
Declaration of Non-Participation	*Required*	October 1, 2015
District Parental Involvement Plan *(Optional template)*	*Required- Optional in the Software*	Must be posted to district's website by October 21, 2015
SPED Application- Preschool, School Age, Budget, Declaration of Non- Participation	*SPED Pilot Districts ONLY*	Various Due dates located in the software
Improvement Process	Notes:	Due Date
District Success Indicators ---District KEYS = 7	**Required**	Preliminary Submission of Progress: Dec. 1, 2015. End of Year Submission of Progress: March 30, 2016

Forms	Requirement	Due Date
State Categorical Funding – General Description (ALE/ELL/NSLA/PD)	**Required**	October 1, 2015
Supplemental Compliance Report	**Required**	October 1, 2015
School Parental Involvement Plan *(Optional template)*	**Required** but optional in the software	Must be posted to district's website by October 21, 2015
Schoolwide Plan Rubric for Monitoring and Evaluation	**Required**	Must be completed, signed, and uploaded by October 1, 2015.

Improvement Process	Requirement	Due Date
School Success Indicators ---Schools(not Priority/Focus) = 13 ---Focus Schools = 18 KEY ---Priority Schools = 18 KEY	**Required**	Preliminary Submission of Progress: December 1, 2015. End of Year Submission of Progress: March 30, 2016

Required Indicators

DISTRICT INDICATORS

PAGE 45 IN THE RESOURCE PACKET

All Districts Indicators

District Context and Support for School Improvement – Improving the school within the framework of district support

IA10   The district regularly reallocates resources to support school, staff, and instructional improvement. (10)

IA14   The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (14)

IA15   The district allows school leaders reasonable autonomy to do things differently in order to succeed. (15)

District Context and Support for School Improvement – Taking the change process into account

IB13   The district monitors progress of the extended learning time programs and other strategies related to school improvement. (4542)

District Context and Support for School Improvement – Clarifying district-school expectations

IC02   The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (29)

IC05   The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (32)

School Leadership and Decision Making – Establishing a team structure with specific duties and time for instructional planning

ID01   A team structure is officially incorporated into the school governance policy. (36)

1st semester Indicators for the district.

Step 1 –The Dashboard

Welcome
Please enter your Login and Password below

LOGIN

Contact Us

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

Tech Support

State Contact

District Level – Demonstration Site

District Bulletin Board

Document Upload

Share this guest login with building staff, school board, parents, and other
Guest Login - Password / **guestdar1319** - **guestdar1319**

Share the Leadership Team login with the Leadership Team member
Leadership Team Login - Password / **LTD1319** - **LTD1319**

| Home | Complete Forms | Submit Forms/Reports | Docs & Links | Coaching |

My Online Tool(s)	Description	
⭐ District Success Indicators	A framework where all district leadership teams will participate in a continuous cycle of assessment, planning, implementation, and progress tracking of research-based effective practice.	Review Progress

Step 2- Select the blue button on the right Review Progress

Step 3 – Select the purple button View Indicators

Step 4 – Apply the Indicator filter and select All Districts

Arkansas District Indicators

Choose a filter to narrow your search.

☐ Key Indicators only

apply Indicator filter
All Districts (required)

remove filter

◀◀ ◀ 1 of 1 ▶ ▶▶ 💾 ▾

Arkansas / ACSIP

Indicator Report - District Indicators

District Context and Support for School Improvement - Improving the school within the framework of district support

IA01   The district includes municipal and civic leaders in district and school improvement planning and maintains regular communication with them. (1)

IA02   The district includes community organizations in district and school improvement planning and maintains regular communication with them. (2)

IA03   The district includes parent organizations in district and school improvement planning and maintains regular communication with them. (3)

IA04   The district provides incentives for staff who work effectively in hard-to-staff schools. (4)

IA05   The district contracts with external service providers for key services in schools that need improvement. (5)

IA06   The district provides schools with technology, training, and support for integrated data

SCHOOL INDICATORS

PAGES 64-69 IN THE RESOURCE PACKET

All School (Not Priority or Focus) Indicators 1of 2

ID01 A team structure is officially incorporated into the school governance policy. (36)

ID04 All teams prepare agendas for their meetings. (39)

ID07 A Leadership Team consisting of the principal, teachers, who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (66)

IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)

IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development (3984)

IG01 The school monitors progress of the extended learning time programs and other strategies related to school improvement. (3981)

All School (Not Priority or Focus) Indicators 2 of 2

IH01 The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IVA01 The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home.) (3983)

VA01 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)

ID01 A team structure is officially incorporated into the school governance policy. (36)

ID04 All teams prepare agendas for their meetings. (39)

ID07 A Leadership Team consisting of the principal, teachers, who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

IE13 The principal offers frequent opportunities for staff and parents to voice constructive critique of the school's progress and suggestions for improvement. (64)

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (66)

IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)

IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development (3984)

IG01 The school monitors progress of the extended learning time programs and other strategies related to school improvement. (3981)

IH01 The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

Focus School Indicators 2 of 2

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.

IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

IID11 Instructional Teams review the results of unit pre-/post-tests to make decisions about the curriculum and instructional plans and to "red flag" students in need of intervention (both students in need of tutoring or extra help and students needing enhanced learning opportunities because of their early mastery of objectives). (109)

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

IVA01 The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home.) (3983)

VA01 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)

Priority School Indicators 1 of 2

ID01 A team structure is officially incorporated into the school governance policy. (36)

ID04 All teams prepare agendas for their meetings. (39)

ID07 A Leadership Team consisting of the principal, teachers, who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (42)

IF02 The Leadership Team reviews the principal's summary reports of classroom observations and takes them into account in planning professional development (66)

IF06 Teachers are required to make individual professional development plans based on classroom observations. (70)

IF11 The school provides all staff high quality, ongoing, job-embedded, and differentiated professional development (3984)

IG01 The school monitors progress of the extended learning time programs and other strategies related to school improvement. (3981)

IH01 The school works collaboratively with the district to recruit and retain highly-qualified teachers to support school improvement. (3982)

IIA01 Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (88)

Priority School Indicators 2 of 2

IIB02 Unit pre-tests and post-tests are administered to all students in the grade level and subject covered by the unit of instruction. (92)

IIB04 Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (94)

IID02 The school tests each student at least 3 times each year to determine progress toward standards-based objectives.

IID06 Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (104)

IIIA01 All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (110)

IIIA07 All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (116)

IIC10 All teachers reinforce classroom rules and procedures by positively teaching them. (165)

IVA01 The school's Title I Compact (Or Non-Title I schools roles and expectations for parents, students, and teachers) includes responsibilities (expectations) that communicate what parents (families) can do to support their students' learning at home (curriculum of the home, with learning opportunities for families to develop their curriculum of the home.) (3983)

VA01 The school provides all students with guidance and supports (academic, financial, etc.) to prepare them for college and career. (4541)

Logging In

"Indistar Website" http://www.indistar.org/.

District		School	
Login:		Login:	
Password:		Password:	

Guided Practice Getting Started

- How to Train the Schools (What do I use? Modules 4 and 5)
- Vision, Mission, Goals
- Personalization of the System- Leadership Team
- Create an Agenda (Including assessing and creating an Indicator®)
- WiseWay®
- Assess, Plan, Monitor an Indicator® (Practice, Practice, Practice!)
- Coaching Reviews and Coaching Comments (What is the difference?)*
- Follow Next Step Slides*

*District Only

Frequently Asked Questions

□ When will the training materials become available?

Most of the training materials are available. Remaining materials will be available the week of August 3, 2015.

□ What is the peer review process for 2015-2016?

The district leadership team is the peer review team for the schools. Peer review is a continuous process throughout the year as an on-going continuous process.

Frequently Asked Questions

□ Does the guest log in meet the requirement for posting the ACSIP on the district and school websites?

The ACSIP guest log ins meet the requirements for posting the ACSIP to the websites.

□ When will the school level log ins and passwords be available for the schools?

The ADE will provide school log ins and passwords to schools during the first part of August starting August 3, 2015.

Frequently Asked Questions

- When is the specific finance training?

As specific needs are identified. Trainings will be developed and posted on the ADE website. We will continue to utilize the workday concept at the regional cooperatives and utilize the Statewide Field Test Advisory Team to determine the need from the field.

Frequently Asked Questions

☐ How do we gain approval for our ACSIP?

Federal Programs are approvable through the application process.

Frequently Asked Questions

☐ Are there Federal Program budgets to be submitted at the building level?

Actual budgets and expenditures are tracked in APSCN. District and school level budgets are identified in APSCN.

Frequently Asked Questions

□ What is the last date to modify the State Categorical General Descriptions?
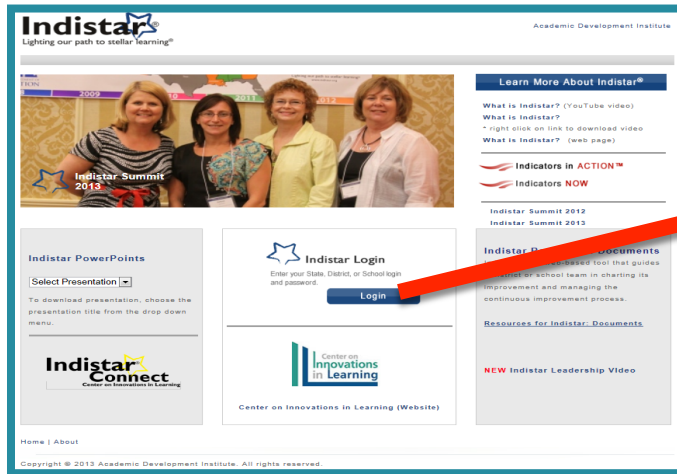
Prior to the June 30, 2016 close of the current year.

Familiarize yourself with the tool

"Indistar Website" http://www.indistar.org/.
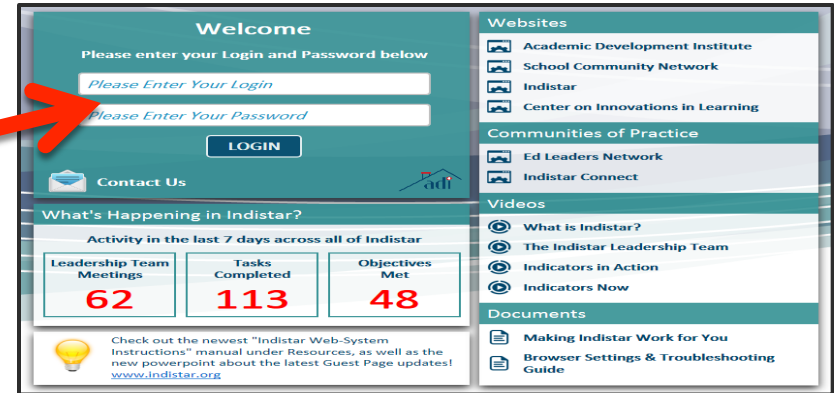
Each district and school have been e-mailed the log ins and passwords.	**District**	**School**
	Log in:	Log in:
	Password:	Password:

Second Assignment:

- Log in to your site
- Go to the Bulletin Board
- Complete a short evaluation survey

Develop a timeline to train schools and others

- Train the Schools (Use Modules 4 and 5)
- Personalization of the System- Leadership Team
- Create an Agenda (Include assessing and creating an Indicator®)
- Explain WiseWays®
- Assess, Plan, Monitor an Indicator® (Practice, Practice, Practice!)
- Coaching Reviews and Coaching Comments (What is the difference?)

Use the ADE ACSIP Statewide Field Test page to access videos and other resources.
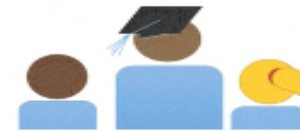
ACSIP STATEWIDE FIELD TEST

Home Page / ADE Divisions / Public School Accountability / School Improvement / ACSIP Statewide Field Test

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

Providing an excellent education to all Arkansas students is of the utmost importance, and many schools are implementing innovative programs to inspire student success. To better assist schools with providing the best education possible, the Arkansas Department of Education is launching the **Arkansas Comprehensive School Improvement Planning statewide field test** during the 2015-2016 year.

All Arkansas public and charter schools use the ACSIP model, as defined by Ark. Code Ann. § 6-15-419, to identify a school's goals, instructional programs, and strategies toward meeting student needs. While the ACSIP model has been used for more than 10 years, the statewide field test this school year will feature new software and a new process that opens the door for improvement at all schools.

The new program allows district and school leadership teams to collaborate to determine best practices and areas for improvement, in addition to developing strategies for meeting short-term and long-term goals. It also gives schools an opportunity to receive feedback from ADE throughout the entire year. Providing the best education possible requires effort, collaboration and innovative strategies. The following links provide information regarding how the field test will benefit schools.

Leadership Practices and Procedures

The Basics

Logging into the Arkansas Statewide Field Test Tool

July/August 2015 Statewide Field Test Training Materials

ACSIP Statewide Field Test

ACSIP Statewide Field Test

Supporting Arkansas Schools for Arkansas's Future

The New ACSIP Process timeline identifies the implementation of ADE trainings at regional Cooperatives and at ADE in Little Rock. Arkansas Districts are provided access to electronic training materials used during the ADE July / August 2015 trainings. ACSIP Statewide Field Test training materials are designed to assist district leaders with the process and implementation of school trainings.

Training Materials

> **ACSIP Statewide Field Test 2015-2016 Resource Packet**
> ACSIP Statewide Field Test Main PowerPoint (PDF) (coming soon)*
> **Title 1, Part 1 (PDF)**
> **Title 1, Part 2 (PDF)**
> **New ACSIP Process Timeline**
> **New Indistar Training Modules (4 and 5 used during the training)**

*Participants are encouraged to bookmark this page as further training materials are forthcoming.

The July / August 2015 training materials are posted to the ADE website.

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/acsip-statewide-field-test/julyaugust-2015-statewide-field-test-training-materials

Training Modules - http://www.indistar.org/TrainingModules/

Indistar
Lighting our path to stellar learning®

Indistar Training Modules

Training Modules

Supporting Documents

Please be patient after clicking on the presentation links. The PowerPoint files contain audio and take a few minutes to load. To view Powerpoint Presentations, click "Open" when prompted. To view Video Presentations, click "Save" when prompted.

Module 1: Getting Better at What We Do
Presentation (PowerPoint)
Presentation (Video)

What We Learned Together (Word)

Module 2: The Process: Getting Better Together
Presentation (PowerPoint)
Presentation (Video)

What We Learned Together (Word)

Module 3: Getting Better in Teams
Presentation (PowerPoint)
Presentation (Video)

What We Learned Together (Word)
Quiz: Getting Better in Teams (Word)

Module 4: Bringing It All Together
Presentation (PowerPoint)
Presentation (Video)

What We Learned Together (Word)

Module 5: Indistar: Detailed Navigation
Presentation (PowerPoint)
Presentation (Video)

What We Learned Together (Word)

The training modules are designed for everyone learning about the process.

PowerPoints- http://www.indistar.org/powerpoints/

PowerPoints are to the point, short, and easy to understand for anyone with a busy schedule.

Begin creating the Vision and Mission

Vision	Mission	Goals

• The description of
    • an organization when it is at its peak performance
    • what the organization should look like.
	• Summarizes goals to fulfill the Vision	• Intermediate steps that when attained contribute to the accomplishment of the mission to fulfill the vision

ISLCC Standard 1: A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the community.
ELCC Standard 1: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Shipman, N., & Queen, J. (2007). *Transforming school leadership with ISLLC and ELCC* (pp. 8, 10-12). Larchmont, NY: Eye On Education.

IA08 The school board and superintendent present a unified vision for school improvement. (8)

Build your team

The School Improvement Unit

Dr. Richard Wilde, Ed.D

Public School Unit Program Manager

Richard.wilde@arkansas.gov

Phone: 501-683-3434

Mr. John Harris

State ACSIP Administrator

John.harris@arkansas.gov

Phone: 479-965-2191

Cellular: 479-462-2672

Mrs. LaDonna Spain

State ACSIP Administrator

ladonna.spain@arkansas.gov

Phone: 870-367-4836

Cellular: 501-580-9715

Ms. Chante'le' Williams

ACSIP Software Contact Specialist

Chantelle.williams@arkansas.gov

Phone: 501-682-1699

Cellular: 501-580-7614

School Improvement Specialists

http://www.arkansased.gov/divisions/public-school-accountability/school-improvement/school-improvement-specialists